



Sixteenth Annual Celebrating Leadership in Education Awards Ceremony

Honoring the:

Blue Ribbon Schools

New Hampshire Recipients of the Presidential Award for Excellence in
Mathematics and Science Teaching

New Hampshire Teacher of the Year
Semi-Finalists, Finalists
and the

New Hampshire Teacher of the Year

December 7, 2017

Every day a New Hampshire teacher makes a difference in the life of a child. Every year the NH Department of Education honors outstanding educators who make their communities, profession, and the world a better place.

[#educateNH](#)

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[#celebrateteacherleaders](#)

Program

Welcome Reception

Emcees - Liam Bennett & Eflie Shtino
Concord High School

Welcome and Remarks by Frank Edelblut
Commissioner of Education

Remarks by Tate Aldrich
2017 NH Teacher of the Year

Dinner

Blue Ribbon Schools

NH Presidential Award for Excellence in
Mathematics and Science Teaching

NH Teacher of the Year Semi-Finalists,
Finalists, and Teacher of the Year

Remarks by Heidi Crumrine
2018 NH Teacher of the Year

Close

**Message from Frank Edelblut
New Hampshire's Commissioner of Education**

Tonight, at the sixteenth Annual Celebrating Leadership in Education Awards Ceremony, we honor educators who are working to provide a quality education to each student in New Hampshire. While all classroom teachers should be recognized on a daily basis, the New Hampshire Department Education annually honors exemplary educators through various recognition programs, using their example to inspire and motivate others throughout the state.

The Department hopes to foster excellence in education by administering statewide programs that enhance the capabilities of our schools to strengthen the teaching profession, stimulate high student achievement, cultivate partnerships with schools and businesses, and celebrate the successes in K-12 education

The goal of these awards is to amplify teacher voice and empower educators to take part in critical conversations regarding decisions affecting students, teachers and public education as a whole. Teachers change lives and create futures — not only for our students but for our communities, our state and our nation. It's only fitting that we should celebrate their role.

These awards recognize the total commitment to excellence in education in New Hampshire and all the outstanding teachers devoted to the highest level of student learning in their classrooms for some of our exemplary schools and outstanding educators using measures that go beyond the simple analysis of test scores

We should all be proud that we are creating more opportunities for our students that meet their individual learning styles and help them reach high levels of achievement. I want to thank all the educators for what they do to provide the best educational opportunities for NH children.

**Tate Aldrich
2017 New Hampshire Teacher of the Year**

Tate Aldrich is in his ninth year of teaching. He is currently teaching English at Kingswood Regional High School. The selection committee recognized his ability to connect with students and help them achieve at high levels. He knows where his students are and how far he can push them. He also holds himself to a higher standard. Tate is also a dedicated teacher leader in his work with colleagues.

For the past year Tate has had the opportunity to share his knowledge and expertise outside the classroom. He has represented New Hampshire at numerous national and state events. Along with the other states' teachers of the year, he attended: a four-day National Teacher of the Year Conference; a week in Washington, DC where he participated in numerous recognition activities and met the President; a week at Space Camp in Huntsville, Alabama; the Education Commission of the States Annual Conference; and the "Next Steps" Conference in Princeton, NJ. Tate also delivered the keynote speech at the Elevating and Celebrating Effective Teaching and Teachers (ECET2) NH/VT Annual Conference and the Educators Rising New Hampshire Conference this year.

National Blue Ribbon Schools

Each year since 1982, the U. S. Department of Education seeks out and celebrates great American schools, schools demonstrating that all students can achieve to high levels. The National Blue Ribbon School award affirms the hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging content. These Blue Ribbon Schools are an example of what teachers and students can achieve.

The US Secretary of Education invites each state's Chief State School Officer/Commissioner to nominate schools for recognition as National Blue Ribbon Schools. Based on state data, the Commissioner certifies that the submitted schools meet one of two performance categories. These schools are among New Hampshire's highest performing schools.

The Academy for Science and Design (ASD), Nashua

Jennifer Cava, Principal

ASD's mission is "to nourish the minds of our students and encourage them to use their valuable abilities to lead advancements in science and technology, as well as to become thoughtful, compassionate, and engaged citizens for improving our democracy." As one of New Hampshire's top-performing public schools, the ASD has worked hard to meet the challenge of economic and societal change following the decline of the state's textile industry and expansion of Boston's high-tech corridor into the southern New Hampshire region.

Established as a charter school and STEM specialty school in 2007, ASD is located on the outskirts of Nashua, New Hampshire's second largest and increasingly diverse city, reflecting an expanding immigrant population and its integration into the community. Though approximately half of the ASD's current 525 students, grades 6-12, enroll from the Nashua area, the school enrolls students from thirty-three other towns, some rural, but most reflecting the broader region's economic interest in science/technology-based industry.

The supportive and engaging environment at the Academy for Science and Design has been a pillar of the school's success from the very first days the school opened its doors to only thirty students. While rapid expansion in the early years of the school required adjustments to maintain the unique culture among an ever-growing student population and faculty, the spirit of the school and its members has remained similar to that of the early days of the school, with a strong feeling of connectedness and purpose.

Serving as both a public, open-enrollment middle school and a high school with a STEM-specialty focus, the success of the ASD is based on its commitment to engage a diversity of student learners at both of these levels through an exemplary structure for broadening student access to STEM-focused learning opportunities. Accordingly, the ASD's program design is the school's signature strategy for the academic success of the variety of students who enter the school - a strategy focused on providing early exposure to opportunities in STEM that younger students may be unaware of, and then encouraging and supporting those students as they pursue a highly personalized pathway to a specialized STEM field in high school.

Belmont Middle School

Aaron Pope, Principal

The mission of Belmont Middle School (BMS) is "to develop the creative adolescent mind. We strive to awaken in our students the life-long pursuits of self-discipline, tolerance, creativity, responsibility, a spirit of inquiry and a clear sense of local and global citizenship. We firmly believe that education is a

responsibility shared among student, school, family/home, and community. We accomplish our mission through implementing diverse programs that integrate academic, artistic and physical work and play, and that are learner-centered and standards-based.”

A few miles north of the state capitol of Concord, the Shaker Regional School District serves the mostly-rural communities of the towns of Belmont and Canterbury, New Hampshire. Where the landscape is awe inspiring in all seasons, a brief look into the district's only middle school will show the diversity of characters and cultures that build within its students the beauty that matches the surroundings. As you walk through the halls of BMS, you will see evidence of a school culture that embraces learners in our ever-changing world. BMS programs support student academics, meet social needs and develop emotional growth. Our school community fosters an environment of success for each learner.

Faculty and administration are constantly bettering our students' experience through the adoption of special programs and student supports. Implementation of an Intervention model has proven to be a turning point for them. It has been very successful in targeting student learning, and they have seen great benefits in state and local testing scores. Reflection, review, and rewriting of the district mission and vision, have resulted in community strategic planning events, bringing several generations of our community family together with the common goal of linking the students to the community as a whole.

Riddle Brook School, Bedford

Molly McCarthy, Principal

At Riddle Brook School (RBS), collaboration is the cornerstone of their mission and vision. Their mission statement is “to create a safe, respectful, and responsive environment where each child can share the joy of lifelong learning together with school, home, and community members. Our collaborative effort is founded on diversity, accountability, and shared responsibility. We are committed to academic excellence as we inspire individuals to achieve their highest potential and to be contributing members of society.” As such, teachers and staff members are empowered by the principal and assistant principal to bring forth and share ideas, strategies, and best practices while keeping in mind their common goal of improving student achievement.

The Riddle Brook School motto of Inspire, Challenge, Celebrate truly captures how they as a school community approach each day. They believe that a balance of working hard and recognizing achievements is critical to a healthy and productive school environment. Furthermore, the staff at RBS continually works to engage families and the community to share in the successes and achievements of our students. Whether volunteering in the classroom, participating in extra-curricular activities, or joining their children at after school events, we recognize that it takes a village to raise a child.

The instructional approaches, methods, interventions, and assessments implemented at RBS are driven by using all available resources to meet the diverse needs of every student. In order to best meet those needs, this longstanding practice focuses on early intervention and the blurring of lines between different types of supports and interventions. When working with a variety of unique learners, understanding and appreciating the benefits of fluid and flexible approaches is what allows instructional supports to be effective and ever-adapting.

One of the hallmarks of the RBS staff is taking many of the challenges presented to educators and turning them into opportunities. With a focus on integrating technology seamlessly into the classroom, the staff at RBS has worked together to allow technology itself to become a transparent tool to teach core curriculum, a tool in which children use as an integral component to meet the challenges our curriculum provides. This approach has afforded RBS to be recognized throughout Bedford, as well as the State of New Hampshire.

Nashua Catholic Regional Junior High School

Glenda McFadden, Principal

Nashua Catholic Regional Junior High School strives to nurture the whole student: mind, body, & soul. Their mission statement is "We foster an environment in which students, teachers, and parents can critically examine today's morals and values in light of the gospel. We assist parents in fulfilling their call as the primary teachers of their children."

Nashua Catholic Regional Junior High School is a dynamic and joyful community. Every student, nurtured by dedicated faculty and staff members, receives a superior education in a caring and authentic Catholic environment. The school day is imbued with Catholic beliefs and traditions which assist students to reach their God given potential and to grow stronger in their faith formation.

A rigorous and varied academic atmosphere stimulates and challenges the intellect and curiosity of every learner. Nashua Catholic houses a state- of- the- art computer lab and Chromebook lab. Fifteen sport teams, numerous clubs, band, chorus, art, foreign languages, and computer classes are offered to students, in addition to the traditional program of study. Students leave Nashua Catholic well prepared for high school and life experiences and are firmly rooted in their Catholic values.

Nashua Catholic delivers its mission with a spirit of compassion, joy, and cooperation. Strong parent partnerships are a result of a welcoming culture and climate that accepts and values diversity in a respectful and inclusive manner. The community commitment is the foundation for the success that Nashua Catholic students experience in the classroom. This has led to innovative programs such as Makerspace, i-Robot, and coding.

The school motto, "To Believe, To Achieve, To Inspire, encourages our entire community to believe in God and themselves, to achieve higher in all aspects of their lives, and to inspire others through acts of kindness and service."

Glenda McFadden was one of eight principals awarded the Terrel H. Bell Award for Outstanding Leadership

The Terrel H. Bell Award recognizes outstanding school leaders and the vital role they play in guiding students and schools to excellence, frequently under challenging circumstances. Principals are nominated by their school communities during the final stages of the National Blue Ribbon Schools application process. The U.S. Department of Education, together with the National Association of Elementary School Principals, the Association for Middle Level Education, and the National Association of Secondary School Principals, bestow the Bell Award on a handful of principals each year.

Secretary Terrel H. Bell held education as his highest priority, trusting that all students would find it, as he had, their personal key to success. The Bell Award honors Secretary Bell's memory and celebrates school leaders who are realizing his vision of excellent education for every student. Principals chosen as Terrel H. Bell Award recipients have transformed their schools. Their vision and collaborative leadership styles have produced outstanding results for all of their students regardless of race, language proficiency, or socioeconomic status. These principals have shown that with effective leadership, skilled teaching, and high expectations, all students can learn.

When Glenda McFadden began as the principal of the Nashua Catholic Regional Junior High School in 2013, she knew that drastic changes were needed to prepare students for new rigors of high school and beyond. She could see the need to strengthen academic programs at Nashua Catholic and raised the bar by imposing higher standards, higher expectations, and instructional supports to make it possible.

Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)

The PAEMST is administered by the National Science Foundation (NSF) on behalf of the White House. Established by Congress in 1983, the Presidential Awards are the Nation's highest honors for teachers of mathematics and science. These New Hampshire recipients are in the running to be selected at the National level

The Award recognizes outstanding K-12 teachers for their contributions in the classroom and to their profession, as well as acknowledge educators who are models in both their classrooms and in their communities. In addition this award provides positive examples for pupils and peers alike. The teachers receiving these awards are recognized for greatly improving their students' understanding in science and mathematics, for exemplary teaching, and for demonstrating educational goals that help them maintain positions of professional leadership. The goal of the program is to encourage highly capable individuals to enter and remain in the teaching field.

The competition alternates each year between teachers of grades K-6 and grades 7-12. After an initial selection process at the State level, a national panel of distinguished scientists, mathematicians, and educators recommends teachers to receive a national PAEMST. Winners at the national level receive a \$10,000 award from NSF, as well as a trip for two to Washington, D.C., for a week of celebratory events and professional development activities.

About the NH Recipients

Mathematics

Elise Catalano

School: Cooperative Middle School, Stratham

Teaching Experience: 24 Years

Elise combines her love of mathematics and appreciation for middle level learners to create an engaging and motivating learning environment for students of all abilities. Her student-centered approach to learning, earnest commitment to student success, and personal enthusiasm for learning, help make meaningful connections in her classroom. Elise creates a classroom culture of a growth mindset for all learners by providing a safe environment that encourages students to take academic risks. She sets high standards for her students and works with them to set meaningful goals and helps to monitor their progress.

Elise's devotion to teaching middle level mathematics is evident in her daily classroom. Whether it's a creative challenge, a costume, or outlandish celebration of mathematical ideas, students consistently find a love and appreciation for mathematics. Elise's sense of humor and open approach engages students in mathematics beyond their scheduled classes. You will often find students coming into school early and staying late to absorb mathematical concepts. It's evident that her passion for mathematics is contagious for future leaders and problem solvers in our communities.

Elise continues to be an advocate for the enhancement of mathematics education. She has developed and enriched comprehensive, rigorous, and progressive math curricula, including a full mathematics curriculum in multiple school districts, a summer Math Camp for low achieving students, and an enrichment curriculum for high achieving students. She continues to develop and implement multi-tiered lessons to foster critical thinking in students of all abilities in her classroom. Elise has provided workshops in multiple states on technology in the classroom, mathematical problem solving, and manipulatives in the mathematics classroom. She has mentored pre-service, in-service, and first year teachers at multiple levels to improve educational practices for middle school instructors. A lifelong learner herself, Elise continues to collaborate with peers to develop integrated and innovative STEM lessons for students.

Elise taught middle school mathematics at Barnard School in South Hampton and at Rye Junior High before teaching at the Cooperative Middle School in Stratham. She earned her B.S. in middle school education from Keene State College, M.Ed. in technology education from Lesley College, and Certificate of Advanced Graduate Studies in curriculum and instruction from Northcentral University.

Kevin Conant

Sanborn Regional High School
Teaching Experience: 26 Years

Kevin is currently teaching three courses of Math 2, one Honors Precalculus course, and one Honors Calculus course at Sanborn Regional High School (SRHS). Kevin also serves as an advisor to 15 seniors. Kevin believes in a STEM curriculum and a solid foundation in mathematics is a requirement to be competitive in today's global market.

Kevin has been an active participant in creating a new math curriculum at SRHS. This new curriculum will better address the needs of today's learner. Providing students with choice and voice will allow teachers to meet the students where they are and provide each student with a customized pathway to success.

Kevin has served as a member of the Nellie Mae Education Foundation, the New Hampshire Teachers of Mathematics, the National Council of Teachers of Mathematics, The New Hampshire Mathematics Advisory Panel, and the New Hampshire Seacoast Mathematics PLC. Additionally, he served on the committee charged with unpacking the Common Core State Standards to create the New Hampshire competencies. Finally, he is an original member of the New Hampshire Performance Assessment of Competency Education (PACE) Task Force.

Kevin served six years in the United States Navy as a gas turbine mechanic. After being honorably discharged, he worked in the construction trades for four years. Kevin went back to college to earn his Airframe and Powerplant certification from the Federal Aviation Administration. Upon graduation, he was offered an instructors position at the school and held that position for 15 years. Kevin received an Associate Degree in Aircraft Maintenance Technology from Wentworth Institute of Technology in 1996. After leaving that position, Kevin received permission to teach at the high school level under New Hampshire's Alt. IV program.

He received his B.S. in Secondary Mathematics Education from Grand Canyon University in 2010. He continued at Grand Canyon University and earned a Master of Arts in Teaching in 2012. In October of 2016, Kevin earned his Doctor of Education from Grand Canyon University.

Sarah Fichera

Hudson Memorial School
Teaching Experience: 16 Years

Sarah currently teaches five periods of 7th grade Pre-Algebra to a mix of students with varied abilities and backgrounds. Sarah leads her class with the strong belief that everyone can learn. Some students have a fear of math; she recognizes this but reminds students that they can learn at their own pace. She celebrates mistakes in the classroom, which leads to a safe, comfortable environment.

No one teaches with more passion and excitement than Sarah. Her fun loving and upbeat style draws the attention of her students and makes her classroom a place to be and learn. Her passion for teaching and her engaging activities have made her a teacher that every student wants to have. When walking by her room you can hear the excitement and willingness for the students to learn. She is always looking for new ways to connect to every student with creative and engaging activities.

Sarah uses an interactive notebook, which allows students to see math visually with manipulatives. This appeals to student's senses and helps them easily find notes on specific concepts. This type of differentiation aids every student and allows them to feel successful and independent. Sarah tirelessly works to create and promote a safe learning environment.

Sarah has also been an asset to the other math teachers in Hudson Memorial School, as she is willing to share these activities and "tricks of the trade" to allow others to engage with their students and make them more successful. Sarah is a truly unique teacher, with unique perspectives. She really makes other teachers think about what is best for students. Sarah often leads the way in new practices, assisting others in trying new ideas in the quest for making school successful for all students.

Through her afterschool math club, Sarah has created an environment where student use math in unique ways. Students from all three grades in the building are encouraged to participate in math club. It is so amazing to see how excited these students are to enter her room on a Friday for two hours of math fun. The sheer number of students willing and excited to stay at the end of a week is a testament to how much she encourages all students and succeeds in helping them love math and learning in general. Sarah embodies what it means to be an excellent teacher.

Science

Scott Goelzer

Coe-Brown Academy, Northwood

Teaching Experience: 31 years

Scott is currently teaching four sections of honors (AP), college prep., and tech. physics to juniors and seniors. He is also teaching a new section of engineering that he recently developed to include 3D printing, robotics, microcontrollers, and computer aided design. The focus of his teaching practices is to engage students in as many experiential learning experiences as possible through hands-on lab work, classroom demonstrations, and group activities. Scott has developed a series of learning experiences that use discrepant events to create student engagement while encouraging students to integrate new concepts into their worldviews. Scott's focus on competition projects, such as having students design and build ramps to launch a ball out of a window and striking a target on the first try, create an environment where success is controlled by the students and measured by natural law. He is also actively integrating computer programming and modeling into his curriculum using visual python and online applications. Lab work often focuses on getting students to author their own procedures to discover and explain phenomena. Scott believes that preparing students for success in college level physics and helping them develop a sense of wonder and appreciation for the universe are the two most important goals as an educator.

During the summer recess, Scott works with the space science section of the University of New Hampshire's science outreach program SMART (Science Math Applied Research Training). He helps students from around the world conduct research with UNH research faculty, study physics, and build and launch a mock-satellite to edge of space.

Scott currently serves on the several boards and steering committees for: Lowell Regional Physics Alliance, Northeastern TheoryNet Group, New Hampshire Physics Teachers Alliance, and New Hampshire Science Teachers' Association. He has hosted workshops and presented demonstrations for these groups. Scott has advised the science and chess clubs. He is also the advisor and coach for Coe-Brown's growing VEX robotics team.

Scott earned a B.A. in Chemistry and Physics Teaching (1986) and his M.Ed. Education (1990) from the University of New Hampshire. He completed an internship at Winnacunnet High School, taught chemistry and physics at Timberlane High School, and has taught physics at Coe-Brown Academy since 1994. He received the New Hampshire Governor's second place award for educational

programming in 1990 and has completed research experiences at Lawrence Berkeley Labs (1990) and CERN (2002).

Matt Lane

Ross A. Lurgio Middle School

Teaching Experience: 6 years

Matt has been teaching for six years in the Pelham and Bedford school districts. He currently teaches four blocks of eighth grade science but has also taught enrichment courses. Matt strongly believes that STEM skills such as questioning, investigating, analyzing, and problem solving are essential for student success in the twenty-first century. His students practice these skills through a hands-on approach to science that can be tailored to meet the needs of individual students. Matt feels that when students are given the opportunity to personalize their education they are more successful in the classroom and they learn valuable intrapersonal skills that make them more self aware and build metacognition. If students can learn how they learn best, they will be better able to help themselves as they navigate a world that becomes more connected and complicated every day. Matt's focus on student choice works best when students are working in a lab or project-based environment where they are able to explore content in a way that works best for them and demonstrate what they have learned using tools that maximize their strengths. He finds that this helps to engage students in their learning, creates memorable learning experiences, and helps students develop a love for learning and for science.

To help students understand the differences between the various types of cells, students practiced microscope lab procedures through introductory exploratory activities before being given an investigation into the differences between plant and animal cells. Once this investigation was complete, students were given the opportunity to ask and explore new questions that arose during their investigations. Groups of students teamed up to design their own lab procedures to answer the questions they developed. Students made predictions, conducted their own investigations, and collected and analyzed data before sharing their results with their classmates.

In addition to teaching, Matt has served on several building and district committees in both Pelham and Bedford and was the Pelham Memorial science department head for three years. He has also coached sports teams, advised clubs, and presented about his use of technology and project-based learning at in-district workshops as well as regional conferences. Matt received his B.S. in Geology and Secondary Education from Keene State College in 2011, as well as his M.Ed in Educational Leadership from Southern New Hampshire University in 2017.

Angela Lennox

Exeter High School

Teaching Experience: 34 Years

Angela Lennox is a biology teacher at Exeter High School (EHS) in the Seacoast region of New Hampshire. Currently she teaches biology I at the honors level, AP biology and semester elective course at the college prep level in forensics. Angela has also taught physical science, chemistry, oceanography and brain and body classes at EHS.

The activity that Angela featured in her PAEMST video was a review of meiosis where the students acted out the process and discussed how meiosis provides genetic variation for natural selection. The students assumed the roles of chromosomes, centrioles, and spindle fibers during the activity. The role playing activity marks the end of the cell reproduction unit and the introduction to the hereditary unit.

Angela is a member of the New Hampshire Science Teachers Association (NHSTA), American Association for the Advancement of Science (AAAS), National Association of Biology Teachers (NABT) and the National Science Teachers Association (NSTA). She has made presentations to the NHSTA

and the NABT national conventions. Angela has been actively involved in field testing new curriculum for organizations such as West Ed, University of Rochester and HHMI.

At Exeter Angela is very involved with the SAU 16 Science committee, Grading/Competency committee and the Peer Outreach group. Outside of the teaching profession she has been active in her church community and the Volunteer Fire Service where she has been an EMT for 35 years. Her hobbies include sailing, kayaking and photography and many of her photographs appear in her classroom curriculum materials.

Angela has a B.Sc. from the University College of North Wales in Botany and Marine Science and a Ph.D. from the University College of North Wales, U.K. in Marine Science (chemical oceanography and phycology).

New Hampshire Teacher of the Year

Each year since 1952, New Hampshire schools have taken part in the State and National Teacher of the Year Program. Educators are selected from any New Hampshire state-approved or accredited school, pre-kindergarten through grade 12, if they are planning to continue in an active teaching status. The purpose of the program is to select a teacher who is capable of speaking for and energizing the teaching profession, and representing the positive contributions of all teachers statewide. The Teacher of the Year serves as a leader and ambassador for all the outstanding teachers devoted to the highest level of student learning. This individual has the respect and admiration of their colleagues and:

- is an expert in their field who guides students of all backgrounds and abilities to achieve excellence;
- collaborates with colleagues, students, and families to create a school culture of respect and success;
- deliberately connects the classroom and key stakeholders to foster a strong community at large;
- demonstrates leadership and innovation in and outside of the classroom walls that embodies lifelong learning;
- expresses themselves in an engaging and articulate way; and
- is committed to improving education.

The National Teacher of the Year program, run by the Council of Chief State School Officers and presented by Voya Financial, identifies exceptional teachers in the country, recognizes their effective work in the classroom, amplifies their voices, and empowers them to participate in policy discussions at the state and national levels. It is the oldest and most prestigious honors program to focus public attention on excellence in teaching.

About the Recipient

Heidi Crumrine

Concord High School

Experience: Sixteen Years

Heidi Crumrine is an English teacher at Concord High School (CHS) in Concord, NH. She has been teaching for sixteen years, including three years in the New York City Public Schools. Heidi's passion is igniting a love of reading in her students. She believes that reading is the key to success and that putting the right book into the hands of the right kid at the right time can change the trajectory of his or her entire life. She has taught English/Language Arts in Grades 7-12 to students of various abilities, interests, and backgrounds. She has collaborated on school, district, and statewide curriculum

development committees, assisted with grade-level competency creation, served as an advisor in the CHS advisory program, mentored pre-service teachers from nearby colleges, and coached middle school field hockey. More recently, she has helped target academically at-risk students in their English classes and offered support, skill reinforcement, and facilitated interventions with their classroom teachers.

Heidi strongly believes that our public schools are the great equalizer, and she finds great joy in working with young people and seeing them find success on their journey to adulthood. What brings her the most joy is engaging with the students in front of her, who she knows are the best hope for the future.

She has a B.S. in Family Studies from the University of New Hampshire, an M.A.T. in English Education from Teachers College, Columbia University, and an M.Ed. in Reading Instruction from Grand Canyon University.

2018 NH Teacher of the Year Semi-Finalists

- Michele Croteau, Adeline C. Marston School, Hampton, Third grade
- Cynthia Hodgdon, Conval High School, Peterborough, German
- Cynthia Najem, Ernest P. Barker Elementary, Derry, Kindergarten

2018 NH Teacher of the Year Finalists

- Brenda Barth, Bow High School, Social Studies
- Maegan Jerr, Gonic School, First grade
- Stephanie Masters, Gilford Middle School, World Language
- Shauna Webber, Smyth Road School, Manchester, Kindergarten